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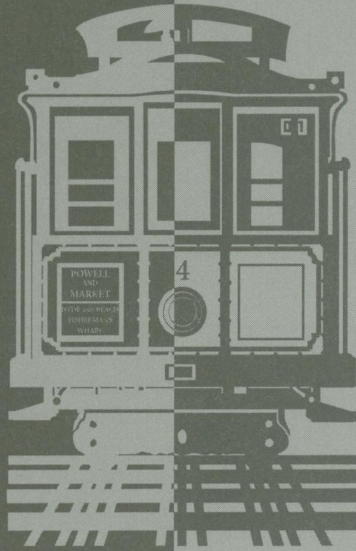
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SAN FRANCISCO



22nd Annual Convention

Association for Behavior Analysis

An International Organization

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Friday, May 24 to
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CALL FOR NOMINEES

The Awards Committee of the American Psychological Association Division 25 (The Experimental Analysis of Behavior) is issuing a call for nominees for the following annual awards.

Don Hake Basic/Applied Research Award

For research that bridges the basic/applied continuum of behavior analysis and represents the cross-fertilization of both fields.

B. F. Skinner New Researcher Award

For innovative and important research in behavior analysis within the first five years after receiving a doctorate.

Fred S. Keller Behavioral Education Award

For distinguished behavioral contributions to education.

Outstanding Dissertation on Basic Learning Processes Award

For excellent dissertation research in basic behavior analysis.

The nomination and selection process works one year in advance of making the awards. The Awards Committee, therefore, will consider nominees for the 1997 awards during the spring of 1996. The complete guidelines and criteria for these awards have been published in the Summer 1995 edition of the *APA Division 25 Recorder*. In general, the Hake, Skinner, and Keller awards require two letters of nomination that address the individual's qualifications for the awards as stated in the published criteria, as well as a copy of the nominee's vita. Award nominations and a request for the award guidelines should be sent to F. Charles Mace, Department of Pediatrics, University of Pennsylvania School of Medicine, 34th & Civic Center Blvd., Philadelphia, PA 19104, phone (215) 895-3745, FAX (215) 895-3605.

The Dissertation Award nomination process requires one copy of the dissertation, a supporting letter from the dissertation advisor, the nominee's vita, and six copies of a dissertation summary. Nomination materials should be sent to Peter Balsam, Department of Psychology, Barnard College, Columbia University, New York, NY 10027-6598.

The due date for all award nominations is March 15, 1996.



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- Cordo, P., & Harnad, S. (Eds.). (1994). *Movement control*. New York: Cambridge University Press.
- Donahoe, J., & Palmer, D. (1994). *Learning and complex behavior*. Boston: Allyn & Bacon.
- Ferrari, U. R., Johnson, R. L., & McCown, W. G. (1995). *Procrastination and task avoidance: Theory, research and treatment*. New York: Plenum Press.
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- Kagel, J. H., Battalio, R. C., & Green, L. (1995). *Economic choice theory*. New York: Cambridge University Press.
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- Pribram, K. H. (Ed.). (1994). *Origins: Brain and self organization*. Hillsdale, NJ: Erlbaum.
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Instructions for Contributors

CONTENT OF *THE BEHAVIOR ANALYST*

The Behavior Analyst contains general interest articles on theoretical, experimental, and applied topics in behavior analysis. Articles on the past, present, and future of behavior analysis, as well as its relation to other fields, are particularly appropriate for the journal. *The Behavior Analyst* also publishes literature reviews, discussions of previously published work, reinterpretations of published data, and articles on behaviorism as a philosophy that are suitable to the general readership of the journal. Basic and applied experimental studies with original data, as well as technical articles on philosophy, should be submitted elsewhere.

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4. You may also provide the names and addresses of three to five people outside of your institution whom you would recommend as qualified reviewers of your manuscript.

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more from the Editorial Board and the remainder selected as guest reviewers appropriate to the manuscript. Reviewer comments will be returned with any marked manuscripts and the editorial decision within approximately three to four months.

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1. Use the active voice in preference to the passive voice. The active is usually shorter and more lively to read, and more clearly specifies the agent of action.
2. Be specific rather than general whenever possible. A phrase such as, "We need to arrange contingencies to reinforce desired behaviors" communicates little. Instead, tell who needs to do what so that a reader can visualize the action described.
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3. Only underline words to be set in italics.

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